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ABSTRACT

The University of Georgia Office of Professional Laboratory Experiences has developed several different programs to provide practical experience for future teachers. The School Practicum is a program in which students spend several weeks in the beginning of the school year observing and participating in a local public school prior to the opening of the college's fall quarter. The Work-Study Program for Elementary Teachers provides full-time employment as teacher aides for students during one quarter of their sophomore and junior years. The Athens Unit of the Georgia Retardation Center provides clinical experiences for students in 15 disciplines in the field of mental retardation. The Adult Education Program for Prison Inmates utilizes a Georgia state prison as a laboratory facility for graduate students training as student teachers. The Teacher Corps Program uses community involvement to help interns gain experience in teaching the disadvantaged. The development of Professional Laboratory Experience Centers is a cooperative effort with other colleges and the Atlanta school systems to provide more flexible and intensive practical experiences for education students. The Tutorial Enrichment Program is designed to provide early exposure to the realities of teaching. The Supervising Teacher Program is a series of three inservice courses which has now been recognized by the State Department of Education as a requirement for supervising teachers. (RT)

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Developing Quality in Professional Laboratory Experiences

The University of Georgia
College of Education
Athens, Georgia

1969

SP003994

DEVELOPING QUALITY IN PROFESSIONAL LABORATORY EXPERIENCES

In any teaching-learning situation a large proportion of the educational benefit to be derived from it is in direct relation to the quality of its design. In providing professional laboratory experiences for education students this fact has often been neglected. Frequently they have been provided only because of the assumption that practical work would be of some help to students in relating theory to practice.

The College of Education of the University of Georgia has developed many programs during the past decade which provide opportunities for professional laboratory experiences. Each of these has been based upon the belief that learnings to be derived from such experiences ought not to be incidental, but need to be carefully planned in terms of specific objectives of each teacher preparation program, undergraduate and graduate. This entry describes some of the unique aspects of several programs in order to illustrate the emphasis upon exemplary design which has resulted in the development and implementation of high quality professional laboratory experiences.

Unique Experiences for Prospective Teachers

The School Practicum is a program which enables students to spend several weeks in observation and participation in a public school classroom prior to the opening of the college's Fall Quarter. Initially designed for elementary education students as their first "teacher" view of the classroom to provide a practical base for Curriculum and Methods classes, it has been expanded to all departments. A unique aspect of this program is the coupling of the experience with six class hours of seminar at the beginning of the quarter. Design features of this program are the guide provided to instructors for use in conjunction with the seminars (Exhibit A), and the explicit suggestions given to teachers and principals of the types of expe-
riences to be provided for the student. (Exhibit B)

The Work-Study Program for Elementary Teachers was begun last year as a cooperative effort with the Atlanta City Schools. Planned to provide early extended

SP003994

classroom work in public schools, it is intended to help students derive accurate perceptions of classroom teaching. Unique to this program is the fact that students enjoy full-time employment status and pay as teacher aides during one quarter of their sophomore and junior years. At the same time these students participate in classes after school hours which utilize the work experiences as the laboratory portion of the courses. The college provides an instructor for these courses who also works with the students and their teachers as a resource person through visitations and conferences. Exhibit C describes the program more completely.

The Athens Unit, Georgia Retardation Center is a 1.9 million dollar structure which has been constructed with Georgia and Hill-Burton Act funds. It is jointly operated by the University of Georgia and the Georgia Public Health Department. It contains facilities to accommodate 40 mentally retarded individuals in its day programs and an additional 40 for short-term residential care. Significant is the fact that this complex was designed and developed primarily for the purpose of providing clinical experiences for students in 15 disciplines in the field of mental retardation.

The Adult Education Program for Prison Inmates is unique in that it utilizes a Georgia state prison as a laboratory facility. Where better can be found individuals that present a real challenge in the teaching of basic education? Graduate students who train as student teachers in this program quickly become aware of their teaching strengths and weaknesses. With guidance they can become expert in adult education problems. Exhibit D provides some interesting information about this program.

The Teacher Corps Program is similar to many such programs throughout the nation but is different in its designed utilization of confrontation with the disadvantaged child in his environment, to help the interns gain experience in teaching-learning situations. In workshop situations interns work with parents in devising instructional materials appropriate for providing intellectual stimulation and sensory motor experiences for the very young child.

Another integral part of this particular program is the planned community involvement. Under the leadership of an experienced teacher, interns spend approximately five hours each week in community service in the deprived communities which they serve. Interns who attain the objectives of the two year program outlined in Exhibit E should be in a position to be of great professional service in the field of early childhood education and the area of the disadvantaged.

Exemplary of the continuing search for providing more viable, flexible and intensive practical experiences for education students is the college's activity with metropolitan Atlanta school systems and colleges in designing and developing public school Professional Laboratory Experience Centers. These centers will feature inter-collegiate supervision of students placed within a center, joint public school and college appointments of center supervisors, and education students working towards the attainment of behavioral objectives. The first draft of the narrative description of this program is shown in Exhibit F along with a model diagram.

Separate from the development noted above is the proposed initiation of professional laboratory experiences through Center placements for all elementary education students beginning at the freshman level. This is in conjunction with the 100 thousand dollar U.S. Office of Education funded Georgia Educational Model Feasibility Study. This model proposes laboratory experiences as a teacher aide, an assistant teacher, and as a teaching intern in varying social, ethnic, and educational situations. All of these experiences will be structured in terms of proficiency modules, providing direction for students in attaining specified behavior objectives. The pilot program is being planned for the academic year 1970-71, with full implementation by 1974-75.

The Tutorial Enrichment Program is a laboratory experience program which has been planned for the purpose of giving education students the opportunity to gain a realistic view of teaching as a profession. This program functions as an exploratory laboratory experience in the Introduction to Education course. Initiated in

1968, the prospective teacher is placed with a classroom teacher for a minimum of two hours each week. During this time the student helps individual children with simple learning tasks and, in addition, is encouraged to take one or a small group of children on after-school or week-end enrichment trips to parks, libraries and stores.

The program is operated in approximately ten schools in three nearby counties and provides perceptual enrichment experiences for about 400 students each quarter. Although no figures are available, probably many students choose to leave teacher preparation as a result of this experience. Student evaluations from those who remain consistently describe this experience as extremely valuable and meaningful for prospective teachers.

SUPERVISING TEACHER PROGRAM

Description and Development - A significant example of thorough planning and continuous development of a program initiated to improve quality in professional laboratory experiences is this program begun in 1950. It should be noted that this entire program is an auxiliary program initiated to improve the educational value of the basic student teaching program. The Supervising Teacher Program consists of three sequential courses offered to selected school teachers. The first course is Fundamentals in the Supervision of Student Teaching. The second is an Internship in the Supervision of Student teaching in which the participant supervises a student teacher during the time he is taking the course. The third course is Investigations in the Supervision of Student Teachers. Its content is planned around problems and research in student teaching.

A descriptive growth of the program might be seen from the fact that in 1950-1951, 55 teachers enrolled in these courses. In 1966-67, 249 were enrolled, and in 1968-69, 605 teachers were enrolled. Some sample course outlines and a broader description of the courses in this program are shown in Exhibit G.

Objective - The main objective of this program is to help teachers towards the attainment of educationally sound knowledge, beliefs, and practices, as a basis for their rational behavior in improving the quality of student teacher experiences.

Contribution - That this program contributes significantly to the improvement of Teacher Education may be inferred from the facts that:

1. The Georgia State Department of Education bases its small honorarium for working with student teachers upon the completion by the individual of the courses in the program. It also uses the completion of the courses as the basic criterion for issuance of a special certificate for Supervising Teacher Services.

2. Courses of a similar nature are now being offered by many colleges throughout the nation.

3. Several school systems pay tuition for the courses in this program for their teachers. Of the 490 participants in this program during 1967-68, 277 had their tuition paid by their employing school system.

Evaluation - No formal evaluation of this program has been accomplished, However, from the facts that the program has grown, is recognized by the State Department of Education and by school systems, and that it is being utilized in other colleges, it may be derived that the program has considerable merit.

Personnel and Budget - Two persons began teaching in this program in 1950. It has now grown to the point that 35 professors taught courses in this program in 1968-69 in 16 different locations in Georgia. The budget for this program during 1968-69 included approximately $35,000 for instructional staff and $3,000 for travel.

LABORATORY EXPERIENCES IN THE TEACHING OF READING

Description and Development - This program was initiated in 1957 as an elective course. After several years of evaluation and modification in 1964 it evolved as the basis for a required course for elementary undergraduate majors. It sequentially follows a developmental reading course. Reading 402, as this experience is known, provides students with the opportunity to tutor a pupil with a slight reading disability twice each week for an entire quarter. Class sessions relating to the tutorial experiences are held on alternate days.

A significant factor in the design of the program is the high quality of close supervision provided of the students in order to insure effective results in this important area of reading. Graduate assistants are employed as supervisors on the basis of one supervisor for eight students. While costly, the program also serves

as a vehicle for graudate students in the area of reading to try their wings in supervising reading instruction. Carefully defined instructor responsibilities strengthen this program. (Exhibit H) During 1968-69, 375 elementary undergraduate majors participated in this program.

Objective - The objective of this program is to assist students in becoming more perceptive regarding the affective aspects of learning as they master the subject-matter of the teaching of reading.

Contribution - This program contributes to the improvement of teacher education by preparing students exceptionally well to teach the basic skills of reading. Through the actual experience of teaching and the examination of their teaching techniques, students gain the self assurance so frequently undeveloped without such an experience. The utilization of video-taping helps students to begin a pattern of self evaluation and analysis of teaching so critical for effective teaching.

Evaluation - In evaluation of this course over the years, students have usually ranked it among their most significant preparatory experiences.

Personnel and Budget - During the academic year 1968-69 six professors worked approximately 1/3 time with this program. Nine graduate assistants, eight working on doctoral programs, were employed. The budget for this program for 1968-69 totaled $52,556. With 375 students involved, this amounted to an expenditure of approximately $140 per student in this program.

Quality in design and the willingness to implement such a costly program again attest to the concern for providing significant learning experiences through professional laboratory experiences.

Univ. of Ga.
Exhibit A

THE UNIVERSITY OF GEORGIA

COLLEGE OF EDUCATION

SCHOOL PRACTICUM

E( )-345

Description and Seminar Outline

Office of Professional Laboratory Experiences

(Rev. September 1969)

A. Description of the School Practicum

1. General

The School Practicum is the name given to a series of activities designed to introduce the future teacher to the many activities centered usually around the opening of a new school year. With the aid of the Office of Professional Laboratory Experiences the college student arranges to spend two weeks in a public school, usually in his home community. This is done generally when the student is in his sophomore and/or junior year, at the beginning of school in the fall, before the University opens for the Fall Quarter.

2. Purposes

The objectives of the School Practicum are to help the future teacher to:

a. Find out what a teacher does at the beginning of a new school year, such as, engaging in pre-planning, organizing and starting a class, and getting acquainted with pupils.

b. Form a basis for personal decisions concerning teaching as a career by helping the student to answer such questions as: "Do I really want to teach?" "What grade level or teaching field do I prefer?" "What knowledge must a teacher possess?" "How does a teacher gain the respect of pupils?"

3. Organization

The student volunteers as a non-paid staff assistant in exchange for the opportunity to participate in the opening of a school, the organization involved, and the beginning of the year's work with the

pupils. The student may receive one hour credit upon satisfactory completion of the School Practicum <u>including a series of seminar sessions</u> held during the Fall Quarter. Enrollment in the seminar is obtained by the student registering for E( )-345 during Fall Quarter registration. The School Practicum is a <u>prerequisite</u> for admission to student teaching in the following teaching fields: Early Childhood; Elementary; Business Education; Language Education; Speech; Mathematics; Science; Social Science; Exceptional Children in Speech Pathology; Mental Retardation, Motor Handicapped; and Physical Education. Students in other teaching fields are encouraged to participate in this particular laboratory experience.

4. <u>Activities</u>

The types of activities in which students usually engage, include:

a. Attend one or more pre-planning meetings of the school staff

b. Attend faculty, departmental, system-wide, and professional association meetings

c. Prepare and make use of teaching materials (bulletin boards, bibliographies, guide sheets, table displays, use of projection devices, charts . . .)

d. Work with individuals or small groups of pupils who need help; review fundamentals in English, mathematics, and other subject fields; check class roll and assist with other records; help get books ready; listen to pupils read; prepare and read stories to pupils; lead games in the room and on the playground; hand out and collect papers; get equipment ready for use; prepare laboratory for use, etc.

e. Assist by teaching part of a lesson or lessons.

f. Talk with teachers, principal, and other school staff members concerning their respective roles in the total school program.

g. Assist with clerical work in principal's office (limit to one day)

5. Evaluation

Upon conclusion of the period of time spent in the school the student is required to submit to the Office of Professional Laboratory Experience a student evaluation. This includes, (1) a brief summary of the types of activities in which the student participated each day, and (2) a statement (approximately 500 words) of what the set of experiences has meant to the student. This report is due by the first day of classes in the Fall Quarter.

The participating school supervising teacher submits an evaluation form regarding the student's strengths and weaknesses with respect to personal characteristics and professional abilities. The participating school principal is asked for his impressions of the student as a prospective teacher.

Copies of the evaluation reports will be checked out to the instructors of E( ) 345 from the Office of Professional Laboratory Experiences for use in planning the seminars and providing information relative to the experiences of individual students. These copies are of a confidential nature and must be returned to the Office of Professional Laboratory Experiences immediately upon conclusion of the seminars.

B. School Practicum Seminars

The seminars are organized to meet in six one-hour or three two hour sessions with groups of approximately 25 students. It is suggested that the seminars be based upon discussions of topics related to activities with which the students have been involved during their ten or more days in the schools, so that they may explore and analyze the personal meanings of these experiences for them. Because of the exploratory nature of the seminars you will be asked to assign only a grade of Satisfactory (S) or Incomplete (I). This grade should represent your evaluation of the student's performance in the entire E( ) 345 Practicum.

1. Purposes of the Seminars

The chief purposes of the seminars are:

a. To compare and examine differences and commonalities in school and classroom organization and management

b. To help students verbalize their experiences in order to establish sound "beginning school" principles and procedures

c. To identify techniques and procedures used by teachers to become acquainted with pupils; their interests, abilities, and backgrounds

d. To help students become aware of differences in various school curricula

e. To help students identify some of the personal characteristics and capabilities necessary for effective teaching

f. To help students recognize the need for planning in teaching

g. To help students identify more clearly the field or level where they want to teach

h. To explore with students their likes and dislikes regarding teaching as a career for them

i. To help students identity areas in which they feel competent and secure

j. To help students identify needs for their subsequent education development

2. Suggested Seminar Organization and Topics

Noted in the pages that follow, as a guide, is a general outline which may be used in the seminars. It is not intended to be comprehensive, but topics and questions which might be used within the framework of the outline are suggested. You may, of course, want to make additions, deletions, and adjustments to fit your own methods and designs. No bibliography is offered as it is believed that the basis for discussions will be personal, first-hand experiences rather than textbook references. (Your critical suggestions for improvements in the outline will be sincerely appreciated.)

SEMINAR OUTLINE

C. Early School Organization

1. Meetings

a. Were you able to attend pre-school faculty, grade level, departmental, team, or curriculum meetings?

b. Did you and your supervising teacher meet with other teachers for the purpose of discussing the curriculum?

c. What transpired in these meetings? What topics were discussed? What did you gain from these meetings?

d. What did you learn about the curriculum in your school? What was included? How much emphasis was placed upon various subject areas?

e. Were the classrooms self-contained, departmentalized, semi-departmentalized, arranged for team-teaching, or organized in yet another fashion?

2. Planning

a. What types of planning were evident to you? (school-wide, departmental, teacher plans, teacher-pupil, etc.)

b. In what areas was evidence of planning most noticeable to you? (subject matter, discipline, supplementary activities)

c. Were you aware of long and short range plans? What use was made of them?

d. How complete were written plans?

e. What considerations were taken into account by the planner? (Materials, pupil abilities, variety, time, sequence, principles of learning)

f. What kinds of plans were made for evaluating pupil progress? (tests, analyses of pupil's work, conferences)

(Rev. Sept. 1969)

3. Grouping

   a. Were arrangements being made for the grouping of pupils?

   b. If so, what bases were being used for grouping? For what purposes was grouping being used? How did grouping affect classroom organization and management? In what subject areas was grouping being used?

4. Policies and Routines

   a. Was there a school policy handbook available to you?

   b. If so, what was included in it?

   c. Do you know how the policies were developed?

   d. Were school policies or routines determined in faculty meetings?

   e. What types of policies or routines were established within the classroom?

   f. How were routines established in the classroom? What techniques and procedures were used by the teachers?

5. Orientation to Children

   a. What methods were used by the teacher to become acquainted with pupils?

   b. What use was made of cumulative folders amd reference to written school information about pupils?

   c. Were you aware of other techniques used to ascertain information concerning individual differences?

   d. Did the teacher have plans to systematically study the pupils?

   e. What arrangements were made for health inventories of pupils?

   f. What provisions were made for pupil services?

D. Qualities of Effective Teachers

1. Organization

a. What evidences did you note that your teacher was personally well organized? (planning, routine matters, management)

b. How did the teacher's attention to classroom organization benefit the "beginning school" situation? (materials, pupil behavior, activities)

2. Personality

a. What personal characteristics did you observe which contributed to the effectiveness of your supervising teacher?

b. From your contacts with teachers in the school do you believe there is a "type" of personality which makes the most effective teacher?

c. From your experiences, what personal qualities do you believe an effective teacher should possess?

3. Subject Matter Competency

a. What evidence of subject matter competency did you note with respect to your supervising teacher?

b. How did these competencies contribute to effective teaching?

c. Did you become aware of the need for continuing growth in this area on the part of teachers?

d. How was, or might this be accomplished?

4. Group Leadership

a. What leadership qualities were shown by your supervising teacher?

b. What kind of leadership do you think was used with the pupils? (democratic, laissez-faire, autocratic)

c. What human relations techniques were used in working with groups?

5. Understanding of Pupils

a. Were you aware of your supervising teacher's efforts to understand pupils in the areas of:

(1) Child or adolescent development-characteristics of pupils in this age level

(2) Physical and mental differences

(3) Socio-economic differences

(4) Emotional differences

(5) Personality differences

b. What techniques were utilized in providing for individual differences?

c. What resource people did your supervising teacher use to help him to better understand his pupils?

E. Personal Realizations

1. Likes or Dislikes

a. What did you notice in the school situation that has made you become more aware that you want to teach? Are you really sure now that you want to teach? Why? Why not?

2. Area and Level of Interest

a. Have you gained new insights into the grade level at which you want to teach; the area or teaching field in which you want to concentrate; the kind of school organization in which you want to teach?

3. Career Teaching

a. Do you feel you have the personal qualities necessary to work with people and guide pupils? Do you think that you can cope with 30 to 35 pupils? Do you have the patience?

b. Do you like children - adolescents? Do different socio-economic groups make a difference to you?

c. Will your personal plans allow you the time necessary for working with pupils?

d. Are you willing to work in a position where continuous evaluation and personal and professional development are vital?

F. Identification of Further Needs

1. Child Development

a. Are you aware of the need for better understanding on your part of the characteristics of children or adolescents?

b. Do you feel competent in assessment of individual differences?

c. What can you do to further your understanding of learners?

2. Psychology

a. Have you become aware of the relationship between psychology and principles of education?

b. Are you aware of the relationship between psychology and different methods used today?

c. How can your knowledge of psychology assist you in classroom management and guiding individuals?

d. Do you feel you would benefit from a better understanding of theories of learning?

e. How can you gain competency in the above areas?

3. Subject Matter Content

a. Do you see a relationship between your knowledge of subject matter and your effectiveness as a teacher?

b. Do you feel competent in subject matter in your teaching field (reading, mathematics, language, science, social science, business, art, music, speech, health, physical education, etc)?

c. How do you intend to become competent or to increase your competency in your teaching field?

4. Methods

a. What kinds of teaching methods were you aware that your supervising teacher was using?

b. Are you aware of the need for becoming proficient in the use of a variety of methods for the teaching of various skills and content in your teaching field?

c. Did you notice methods used by your supervising teacher in classroom management?

d. How do you plan to increase your competency in methods of teaching?

e. Were you aware of your supervising teacher using the results of research in his or her methodology?

Univ. of Ga.
Exhibit B

THE UNIVERSITY OF GEORGIA
College of Education
Athens, Georgia 30601

Dear School Principal:

The student who brings this letter to you is doing this at our request. This person may be one of your former students. He has been asked to contact you and make arrangements to spend two weeks at the beginning of the fall term working in your school. We hope you can arrange to assign this student to the approximate grade level or the subject field in which he is interested. We would like for this person to be placed with a teacher who is doing a good job and one who is interested in allowing him to assist as a helper in the classroom.

We believe it is important for students who are planning to be teachers to have a variety of selected experiences in working with pupils and teachers. We believe that these experiences will help them to develop an understanding of pupils, the responsibilities of a teacher, the total school program, the knowledge of subject matter that a teacher must possess, and the kinds of relationships that are essential to success in teaching.

You will find in the attached materials some suggested types of activities that are considered appropriate for the student. Please send the sheet of suggestions (SE-7), the student information sheet (SE-3), and the evaluation form (SE-5) to the teacher to whom this student is assigned. Upon completion of the practicum, we would like for the teacher to complete the evaluation form (SE-5) and return it to you for your comments before you send it to us. Keep the remainder of this packet of material for your information and use.

We want to thank you for making the arrangements for this student to spend the first two weeks of the fall term in your school.

Sincerely,

James L. Dickerson

James L. Dickerson
Coordinator, Professional
Laboratory Experiences

JLD/dh

Enclosure

THE SEPTEMBER SCHOOL PRACTICUM FOR FUTURE TEACHERS

The University of Georgia
College of Education
Athens, Georgia 30601

The September School Practicum is the name given to a series of activities designed to introduce the future teacher to the many responsibilities centered around the opening of the school year. With the aid of the Office of Professional Laboratory Experiences the college student makes arrangements to spend two weeks in a public school, usually in his home community. This is done when the student is beginning his sophomore and/or junior year, at the beginning of school in the fall, before the University opens for the Fall Quarter.

Purposes

The purposes of the September School Practicum are to help the future teacher to:

1. Find out what a teacher does at the beginning of a new school year, such as, engaging in pre-planning, organizing and starting a class, and getting acquainted with pupils.

2. Form a basis for personal decisions concerning teaching as a career by helping the student to answer such questions as: "Do I really want to teach?" "What grade level or subjects do I prefer?" "What knowledge must a teacher possess?" "How does a teacher gain the respect of pupils?"

Organization

The student volunteers as a non-paid staff assistant in exchange for the opportunity to participate in the opening of a school, the organization involved and the beginning of the year's work with the pupils. The student may receive one hour credit upon satisfactory completion of the September School Practicum, including a series of seminars held during the Fall Quarter. Admission to the seminars is obtained by the student registering for E( ) 345 (by teaching field) during Fall Quarter registration. The September School Practicum is a pre-requisite for admission to the Curriculum Block and Student Teaching in Early Childhood and Elementary Education. Students in other teaching fields are strongly encouraged to participate in this particular school experience.

Arrangements

1. The student is responsible for making arrangements for the September School Practicum except in the following school systems: Atlanta City, DeKalb County, Fulton County, Miami, Florida, West Palm Beach, Florida, St. Augustine , Florida, Alexandria, Virginia, and Hampton, Virginia. Requests for placement in these particular systems are made by the Office of Professional Laboratory Experiences. In all other school systems, the student selects a school in his home community, secures an appointment with the principal, and makes arrangements for the practicum.

2. Application forms and other materials needed in making the necessary arrangements are available in the Office of Professional Laboratory Experiences, Room 121, Baldwin Hall. The student should secure two sets of the materials, one for himself and one for the principal of the school. He completes two

copies of the Application Form (SE-2) and a copy of the Student Information Sheet (SE-3). He takes these materials with him when he goes for a conference with the principal. The student secures the signature of the principal on his copy of the Application Form (SE-2) upon the completion of arrangements and sends it to the Office of Professional Laboratory Experiences. He leaves the principal's set of materials, including completed copies of the Application Form (SE-2) and the Student Information Sheet (SE-3) with the principal.

3. The Office of Professional Laboratory Experiences sends a form letter to the principal around the middle of August confirming the arrangements made by the student. The set of Directions and Suggestions (SE-4) are sent about the same time to the student at his home address as a reminder of his commitment to the school.

Activities

The types of activities in which students usually engage, include:

1. Attend one or more pre-planning meetings of the school faculty

2. Attend faculty, departmental, system-wide, and professional association meetings

3. Prepare and make use of teaching materials (bulletin boards, bibliographies, guide sheets, table displays, use of projection devices, charts . .)

4. Work with individuals or small groups of pupils who need help: review fundamentals in English, mathematics, and other subject fields; check class roll and assist with other records: help get books ready; listen to pupils read; prepare and read stories to pupils; lead games in the room and on the playground; hand out and collect papers: get equipment ready for use;prepare laboratory for use, etc.

5. Assist by teaching part of a lesson or lessons

6. Talk with teachers, principal, and other school staff members concerning their respective roles in the total school program

7. Assist with clerical work in principal's office (limit to one day)

Evaluation

Upon conclusion of the period of time spent in the school the student is required to submit an evaluation to the Office of Professional Laboratory Experiences. This includes, (1) a brief summary of the types of activities in which the student participated each week, and (2) a statement (approximately 500 words) of what the set of experiences has meant to the student. This report is due by the first day of classes in the Fall Quarter.

The participating school supervising teacher submits an evaluation (SE-5) regarding the student's strengths and needed improvements with respect to personal characteristics and professional competencies. The principal is asked to give his impressions of the student as a prospective teacher.

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SE-2

APPLICATION FOR SEPTEMBER SCHOOL PRACTICUM*

1. Name _____
   last first middle
2. Home Address _____
   _____
   city state zip
3. Athens Address _____
   _____
4. Name of Advisor _____
5. Desired Assignment:
   a. Name of School _____
   b. School Address _____
      _____
      city state zip
   c. Grade Level or Subject Field _____
   d. Name of Classroom Teacher _____
   e. Dates to be in School _____
6. Approved by:

   Superintendent or Principal _____
   Signature

   _____
   Date

*Principal will retain copy of the application in his packet of material for his files.

Student will file copy of application from his packet of material with the Office of Professional Laboratory Experiences, College of Education, Baldwin Hall, Room 121.

Rev. 11/68

SE-3

STUDENT INFORMATION SHEET

(This information sheet to be given to teacher to whom student has been assigned)

1. NAME _____
   Last First Middle

2. HOME ADDRESS _____

   _____

3. COLLEGE ADDRESS _____

   _____

4. EDUCATIONAL STATUS:

   a. By September, I will be classified as a: _____Sophomore
   _____Junior
   _____Senior

   b. If a transfer student, what other colleges have you attended?

   _____

5. AGE _____ SEX _____ HEIGHT _____ WEIGHT _____

   COLOR OF EYES _____ COLOR OF HAIR _____

6. What is your general state of health? _____

   _____

   If you have a physical handicap, indicate nature of it: _____

   _____

7. What is your marital status? SINGLE _____ MARRIED _____

   DIVORCED _____ ENGAGED _____

8. If married, what is your husband's occupation? _____

   _____

   If married and have children, ages of children _____

9. What previous contacts with children have you had?

   Summer camp: Where _____

   When _____

   Age group _____

   What did you do _____

Church School:

Where _____

When _____

Age Group _____

What did you do? _____

_____

Other types of experiences with children? (describe) _____

_____

_____

10. What special abilities do you have which might be of use during this experience?

_____Can play musical instrument (what instrument? _____)

_____Can lead group singing

_____Can typewrite fairly accurately

_____Other (list below)

a. _____

b. _____

c. _____

11. In about 200 words or less state "Why I Want to Teach!" (You may write this on a separate page and attach, or use the space below and the reverse side of this page)

SE-5

TEACHER'S AND PRINCIPAL'S EVALUATION OF SEPTEMBER PRACTICUM
(To be completed and mailed at conclusion of September Practicum)

Name _____
(last) (first) (middle)

A student at the University of Georgia preparing to be a teacher, was in

_____
(name of School) (city) (state)

_____ to _____
(date) (date)

In the space below, we would like for the supervising teacher to give his reactions to the impressions made by this student.

1. What are the strengths and weaknesses of this student in the area of personal characteristics such as appearance, speech, initiative, reliability, etc.

Strengths Weaknesses

2. What are the student's strengths and weaknesses in the area of professional attributes such as knowledge, attitudes, interest, pupil-teacher relationships, understanding of pupils, etc.

Strengths Weaknesses

Signature _____
(teacher)

3. In the space below we would like for the Principal to give his impressions of this student as a prospective teacher

Signature _____
(Principal)

(Please return this evaluation report in the enclosed envelope)

Rev. 4/68

SE-7

SUGGESTIONS TO SUPERVISING TEACHER REGARDING SEPTEMBER PRACTICUM

The purposes of the September Practicum are to help the future teacher to:

1. Find out what a teacher does at the beginning of a new school year with respect to pre-planning, organizing and starting a class, and getting acquainted with pupils.

2. Form a basis for personal decisions concerning teaching as a career by helping the student to answer such questions as: "Do I really want to teach?" "What grade level or subjects do I prefer?" "What are the major responsibilities of a teacher?" "What knowledge must a teacher possess?" "How does a teacher gain the respect of pupils?"

3. Become acquainted with the curriculum of this particular school.

The student who will work with you has been given directions concerning the procedures to follow in connection with his assignment. Specifically, he has been instructed to:

1. Secure your assistance in planning for his participation.

2. Report promptly each day. Notify the principal if he must be absent or tardy.

3. Follow your daily schedule, working the same hours you do.

4. Observe school policies and dress appropriately (i.e., in accordance with the custom of teachers in the school)

We hope that you can arrange for a variety of experiences for this student. The student will plan with you for the activities in which he will participate under your supervision. We suggest that the student do such things as:

1. Attend faculty, departmental, system-wide and professional association meetings

2. Prepare and make use of teaching materials (bulletin boards, bibliographies, posters, charts, table displays, projection devices . . .)

3. Help you get books ready, check class roll and assist with other records; assist with audio-visual materials; work with individual pupils; work with small groups of pupils; read stories to pupils; lead games in room and on playground; promote desirable classroom environment, hand out and collect papers; care for sick pupils; get equipment ready; prepare laboratory for use, etc.

4. Assist you by teaching part of a lesson or lessons.

In addition to his participation and observation the student has been requested to seek answers to questions which he may have concerning pupil characteristics, curriculum, teaching procedures, teaching materials, planning, classroom management, subject matter requirements, evaluation of pupil progress, etc.

Rev. 11/68

Univ. of Ga.
Exhibit C

ATLANTA PUBLIC SCHOOLS
and
UNIVERSITY OF GEORGIA

WORK-STUDY PROGRAM FOR PREPARATION OF ELEMENTARY SCHOOL TEACHERS

The Atlanta Public Schools, in cooperation with the University of Georgia, announces the continuation of its innovative program to prepare prospective teachers for elementary schools.

A. WHO MAY APPLY?

To qualify for the program the student:

1. Should have shown that he is capable of pursuing college level work
2. Must plan to teach in elementary school
3. Must plan to complete at least the last two years of his college program at the University of Georgia
4. Should have completed a college level Introduction to Education course
5. Must plan to be classified as a Sophomore during Fall 1970

B. DESCRIPTION OF THE PROGRAM

Sixty college students will be carefully selected for the program for 1970-71. Twenty will gain field experience-study during the Fall Quarter, twenty during Winter Quarter and twenty Spring Quarter.

During the quarter of field experience the student will live at home or with relatives in the Atlanta Area. He will enroll as a regular or transient student at the University of Georgia. During the first year in the program the course work will be in educational psychology. During the second year the course work will be in reading. For the field experience the student will be assigned to an elementary school in the Atlanta system. Field experiences will be related to course content and will consist of working as a teacher aide with duties ranging from clerical to semi-professional.

During the quarter of field experience the participant will be employed as a Teacher Aide in the Atlanta Public Schools and receive a salary of approximately $750.00. The field experience will be co-directed and supervised by the classroom teacher and the college instructor assigned to the program. School assignments will be made by the Atlanta Public School System.

Although students in any college are invited to participate, those students who are enrolled at or who expect to enroll at an Atlanta area junior college or the University of Georgia will be actively recruited. Since participating students will be expected to complete their program at UGA and since the course offerings best fit the Georgia program, the latter seems most advisable. Those participating students who attend junior colleges will be expected to complete graduation requirements at those colleges.

Since less than a full load of course work may be completed during the work experience quarter the student will need to attend summer school in order to graduate within a normal four year program. State teacher scholarships may be used during the summer sessions for those participating in the program.

C. ADVANTAGES OF THE PROGRAM

1. Participants will be better prepared for teaching as they will have extensive opportunities to observe children's behavior and to develop skills as teachers. Professional courses will have more meaning as theory and methods courses can be closely related to actual classroom practices. Teacher aide experiences can be arranged in a different school and at a different grade level each of the two years enabling the prospective teacher to have a broader view of the total teaching situation before he begins his student teaching and professional career.

2. Participants can earn approximately $750.00 while serving as a teacher aide in an Atlanta School during each of the years he participates.

3. Participants will not be required to accept a teaching position in the Atlanta Schools upon graduation, although they will be encouraged to do so.

4. Participants following this program will be able to obtain a B.S. Education degree at the University of Georgia within a four year period by attending summer sessions for two summers.

D. HOW TO APPLY

1. Complete application form WSPET. Send or bring to address on form. The student will be notified of his acceptance or rejection as soon as possible.

For further information contact:

Dr. I. V. Ahnell, WSPET
121 Baldwin Hall
University of Georgia
Athens, Georgia 30601
Telephone: 404-542-1497

IMPORTANT

THERE ARE SEVERAL OPENINGS FOR WINTER AND SPRING QUARTER OF THE CURRENT YEAR. IF YOU ARE INTERESTED AND WOULD LIKE TO APPLY PLEASE DO SO IMMEDIATELY AS THESE FEW VACANCIES WILL BE FILLED ON A "FIRST COME FIRST SERVED" BASIS.

Univ. of Ga.
Exhibit E.

University of Georgia - APS Teacher Corps Program

Program Objectives

A. To give the intern an opportunity to have experiences with the disadvantaged child in his environment through:

(1) observing the disadvantaged child in the school setting

(2) observing the disadvantaged child in his home and community (neighborhood playground, organized recreational groups, child care centers, Head Start, etc.)

(3) participating in small group instructional activities in the classroom

(4) supervising (with the classroom teacher) study trips for children to broaden the base of learning

(5) supervising small groups of children on the playground in both organized activities and free play

(6) serving as volunteer workers in such programs as Head Start, Boys' and Girls' Clubs, "Y" groups, etc.

(7) visiting in the home to become acquainted with the child's parents and his home environment

(8) planning with the parents for home learning activities such as story-telling, making and selecting learning materials, etc.

(9) surveying community agencies in order to know where to channel problems arising in the child's environment

B. To enable interns to assume their enlarging roles in the school and the community through:

(1) assessing the total operational structure of the grade level at which you participate

(2) participating in planning and restructuring of the classroom organization and curriculum

(3) participating in administering and interpreting diagnostic instruments

(4) adjusting instruction to meet children's needs after careful evaluation of diagnostic findings

(5) participating in creative teaching with small groups

(6) planning large group activities

(7) supervising large group activities

(8) making home visits for purposes of helping parents solve attendance and tardiness problems of children, continuing instruction in the home for children with prolonged illness and assisting parents with securing health services needed for their children

(9) involving parents in school activities such as: volunteer classroom services, organizing parent groups

(10) participating in organized community groups such as: child development centers, etc.

(11) organizing community activities

C. To work toward effective team relationships through:

(1) sociometric techniques

(2) role playing

(3) adequate planning time for interns, teachers and team leaders

D. To evaluate continuing professional growth and provide some objective means of self-analysis for determining strengths, weaknesses and for predicting new directions through:

(1) Interaction Analysis

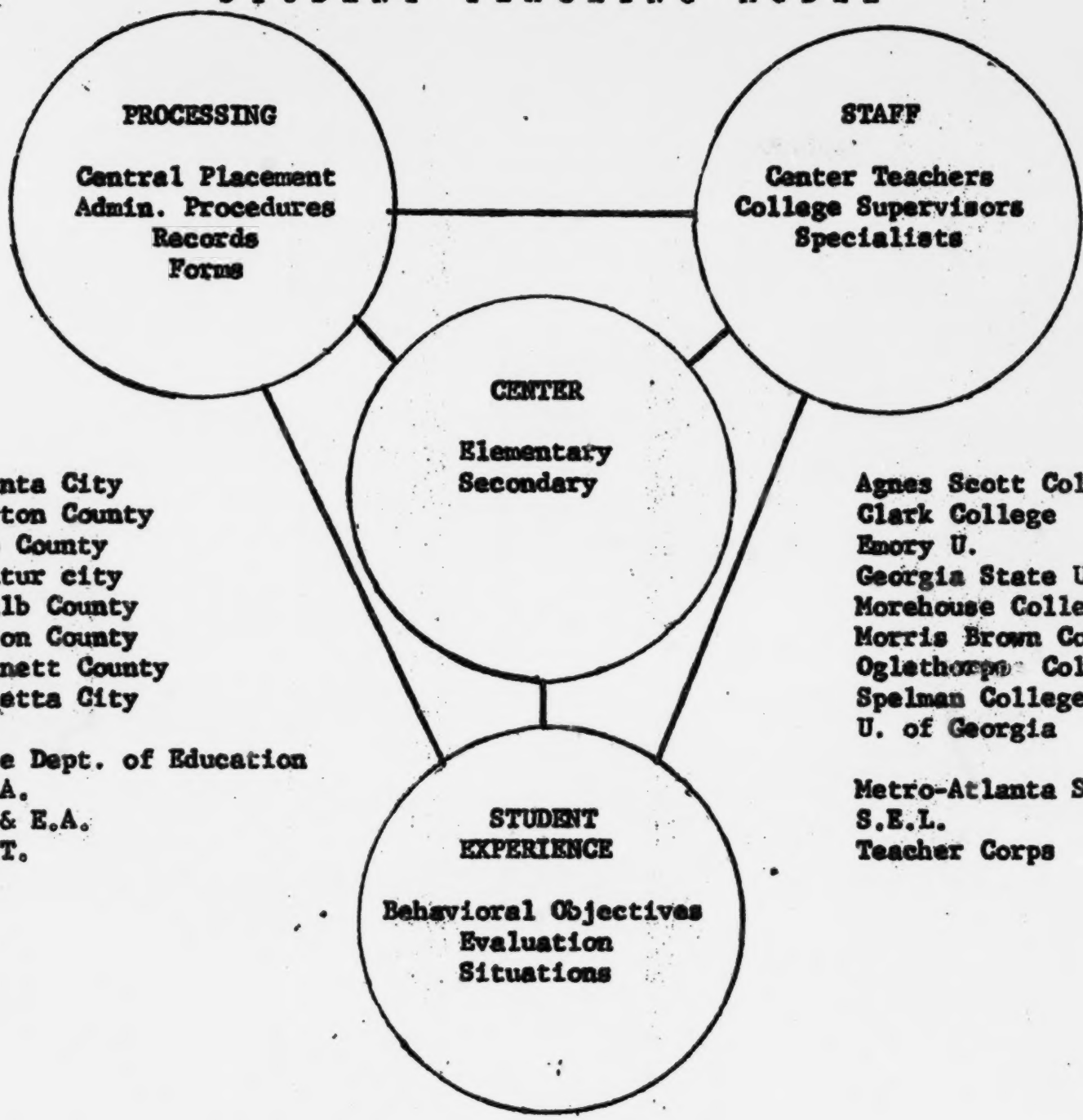
(2) The Taxonomy of Educational Objectives

(3) Micro-Teaching

Univ. of Ga.
Exhibit F

METRO-ATLANTA

STUDENT TEACHING MODEL



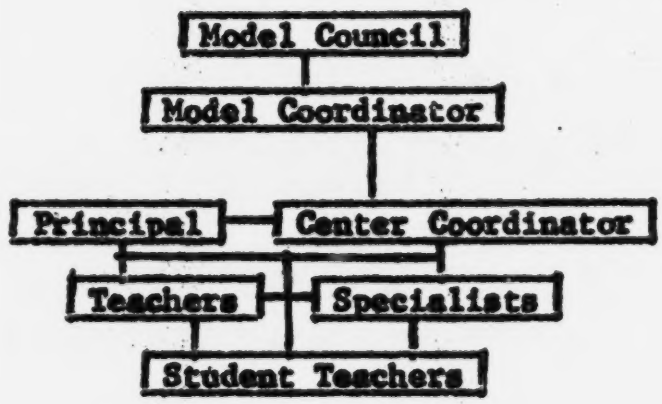
Atlanta City
Clayton County
Cobb County
Decatur city
DeKalb County
Fulton County
Gwinnett County
Marietta City

State Dept. of Education
G.E.A.
G.T.& E.A.
A.S.T.

Agnes Scott College
Clark College
Emory U.
Georgia State U.
Morehouse College
Morris Brown College
Oglethorpe College
Spelman College
U. of Georgia

Metro-Atlanta S.E.C.
S.E.L.
Teacher Corps

ORANIZATIONAL STRUCTURE



AATES
Thomson
Emory Un
Atlanta,

METRO-ATLANTA STUDENT TEACHING MODEL

Narrative

INTRODUCTION

MODEL CONCEPT

MODEL COUNCIL

PROCESSING

MODEL COORDINATOR

CENTER

CENTER COORDINATOR

SPECIALIST

PRINCIPAL

CENTER TEACHER

STUDENT EXPERIENCE

November 1969

INTRODUCTION

In April of 1969 some of the professional educators in the Metro-Atlanta area voiced varying degrees of dissatisfaction over student teaching programs existing at that time. These professionals represented eight public school systems, nine colleges, and the State Department of Education. They met together in order to clarify their concerns and to plan some action to improve matters. The group became the Metro-Atlanta Committee on Student Teaching.

The Committee met three times between April 21 and May 29..Members listed major concerns, gave attention to four of these concerns, and developed a general plan for a student teaching model program. The Model plan developed from the meeting of a sub-committee was approved by the whole group at a general meeting.

The Model has four components: (1) Center, (2) Processing, (3) Staff, and (4) Student Experience. Committee members elected the components which they wished to help develop and agreed to begin filling in the details of the Model.

During the summer of 1969 the Sub-committee on Staff met twice and the Sub-committee on Center met once. Also during the summer representatives of the Atlanta City Schools contacted the AATES office and volunteered four secondary and two elementary schools for the experimental Centers to be implemented during the 1969-1970 school year. No other schools have been offered for use in a Center operation, although a school system may offer schools for Centers at any time. Colleges now have the responsibility to begin to provide Center Coordinators.

At the general meeting of the Committee on October 15, members requested a report in the form of a narrative describing the Model as it had developed up to that time. The narrative was to be presented to the Committee on November 19, 1969.

MODEL CONCEPT

The Model plan is a collaborative venture of the school systems and colleges in the Metro-Atlanta area. The Center will include a cluster of schools within an area where laboratory experiences of a specific nature may be given to Student Teachers: team teaching, modular scheduling, computerized instruction, non-graded classes, etc. Student Teachers will be assigned to a Center (not to one teacher) in which experiences can be arranged with differentiated staff in accord with the Model program and the Students' needs and professional aspirations.

MODEL COUNCIL

A. The Council shall be composed of the following members:

(1) 2 members from each cooperating institution of higher learning

(2) 2 members from each cooperating school system

(3) 2 members from the State Department of Education

(4) The Model Coordinator - selected by the Council

(5) Others ----Teachers? Students?

B. Organization

(1) The Council shall elect annually a chairman who will preside at all meetings and perform all necessary duties

(2) The Model Coordinator will serve as secretary and other officers will be elected as the Council deems necessary

(3) The Council will select a Steering Committee of ten members

C. Duties and Responsibilities of the Council

(1) Establish all policies which the majority of the Council deems appropriate for the operation of the Centers

(2) Select the Model Coordinator who shall coordinate the entire program for the Model

(3) Approve the selection of Center Coordinators

PROCESSING

Placement of students, handling of information and records will take place in one Processing center. The Processing center will function as follows:

(1) Processing information about students

(2) Processing information about Centers

(3) Placing Students (eventually with the aid of computers)

(4) Record-keeping of pertinent information on Students, Teachers, and Center facilities and programs

(5) Annual reporting of Model programs and statistical information to Model Council

MODEL COORDINATOR

Functions:

(1) Serves as secretary of Council

(2) Administers the Model for student teachers, interns and the activities as directed by the Council

(3) Coordinates the assignment of Students to Centers

(4) Keeps necessary records and information pertaining to Model activities

(5) Prepares an annual report for the Council outlining all functions performed as well as statistical data concerning the Student Teaching and in-service programs

(6) Directs orientation of Center Coordinators

(7) Coordinates in-service programs for the Model in conjunction with the personnel in the instructional divisions of the public school central offices and colleges

(8) Coordinates inter-institutional staffing and financial responsibilities

CENTER

The Center is a program rather than a location. A Student Teacher is placed with a Center rather than with one teacher in one room. The Center provides a program of teacher education which involves teachers and activities in more than one school. The Center provides both pre-service and in-service teacher education.

As many schools as possible should function in Centers, perhaps on a rotating basis. New Centers and schools will develop as the program expands.

The Sub-Committee on the Center has listed the following considerations for choosing or developing a Center:

(1) School plants and enrollments (sizes, etc.)

(2) Facilities - aids, materials, services, etc.

(3) Strengths in academic areas

(4) Socio-economic status of students and community

(5) Center functions - by whom and how Center is to be utilized

(6) Organizational patterns - middle school, team teaching, non-graded, etc.

(7) Accreditation

The next task of the Sub-committee on Center is to expand this outline.

CENTER COORDINATOR

Functions:

(1) Shares the responsibility with each Principal for the implementation of the Model program in each Center

(2) Participates in a program of orientation for Center Coordinators

(3) Is responsible for the orientation for Center Teachers and Student Teachers

(4) Is responsible for the program for each Student Teacher with collaborative assistance and participation of and by Center Teachers

(5) Maintains continuous contact with Students and Teachers in supportive and consultative ways

(6) Deals with problem areas of Students and Teachers. May conduct workshops for Teachers concerned over a common problem

(7) Coordinates the services of subject matter Specialists from colleges and school systems

(8) Is responsible for the final evaluation of the Student Teacher performance

(9) Conducts in-service graduate and undergraduate courses for Teachers

(10) Maintains continuous contact for coordinating experiences for Teachers and Students as outlined in the Model program

(11) Maintains records of program and statistics for the Model Coordinator and sees that information concerning the Center is communicated to the Model Coordinator whenever changes or additions take place

SPECIALIST

The Specialist functions as an authority in a particular area, ~~of the curriculum.~~ He may be from an institution of higher learning or a public school system and meets with Students and Teachers on a regular basis. At the request of a Center Coordinator, he makes other visits to schools to help with special problems.

PRINCIPAL

The Principal shares in the responsibility with the Center Coordinator for the implementing of the program in a Center school. He assists in assigning differentiated roles to the Center Teachers.

CENTER TEACHER

This has not been explored by the Sub-committee on Staff.

Suggested Titles:

(1) Master Teacher

(2) Regular Teacher

(3) Assistant Teacher

(4) Teacher Aide

(5) Apprentice Aide

STUDENT EXPERIENCE

The Student Teacher will perform the tasks and experience situations as outlined in the Model program. These experiences place emphasis upon performance of tasks in the behavioral objective frame of reference. Tasks will be stated so that Students can either complete them or not complete them without reference to degrees of success or failure.

An example of such a program is attached.

Students will observe first-hand innovative, exemplary---noteworthy educational programs in the Metro-Atlanta area.

Herbert Hite
Western Washington
Bellingham, Wash

THE CAREER TEACHER PROJECT AT WASHINGTON STATE UNIVERSITY AND THE BELLEVUE PUBLIC SCHOOLS

Washington State University and Bellevue Public Schools are collaborating in a teacher education experiment to demonstrate the following propositions:

1. Standards for teacher education should be descriptions of performances by the effective teacher.

2. The University's program of teacher education should consist of ways and means for helping as many candidates as possible demonstrate effective teaching performances.

3. The cooperating school district should provide opportunities for the beginning teacher to continue the practice and study of these specific teaching behaviors.

During 1966-67 a committee from Bellevue and Washington State University developed a list of the characteristics of what they conceived to be an effective teacher. The WSU Department of Education staff then stated these characteristics in terms of behavior. These descriptions of what the effective teacher does in the classroom became the "standards" for the Bellevue-WSU demonstration. There follows a list of 25 tasks for teacher candidates at WSU. These tasks are the new standards, and the behavioral objectives of the program, inasmuch as they describe the effective teacher in the classroom.

The demonstration is limited to the technology of teaching. Other important characteristics of effective teaching which are not part of this particular demonstration are abilities to use a knowledge of the foundations of education, and skills in working with members of the community and profession.

A. Determine Objectives

Task 1. Define "behavioral objective," and list characteristics of behavioral objectives.

Task 2. Distinguish between objectives which are behaviorally stated and those not so stated.

Task 3. Write behavioral objectives for learning activities appropriate to trainee's special field of teaching.

Task 4. Write objectives for own field for cognitive domain of behavior: (a) for knowledge level of behavior, and (b) for higher levels of behavior.

H/2268

Task 5. Write objectives for own field for affective domain.

Task 6. Write objectives for own field for psychomotor domain.

Task 7. From Bellevue curriculum guides and other sources, trainees select examples of objectives which illustrate, (a) convergent thinking, (b) divergent thinking, (c) evaluative thinking.

Task 8. Trainees state how the objectives they have written for preceding tasks are appropriate to (a) societal needs, (b) developmental needs of the youth he will be teaching, (c) structure and methods of inquiry of the discipline from which the objectives are drawn.

B. Modify objectives to meet individual differences

Task 9. State prerequisites for given objectives

Task 10. Write descriptions of procedures for assessing the degree to which different types of learners are likely to possess the necessary prerequisites for a learning task (including, interpret individual Bellevue student scores and profiles obtained from batteries of standardized tests).

Task 11. Write modified objectives for different types of learners.

C. Select media which implement appropriate practice of the desired pupil behavior

Task 12. Choose from among available media, and justify chocies in terms of (a) relevance of content, and (b) appropriateness of media's characteristics to the desired behavior.

Task 13. Select media appropriate to different learners' characteristics.

Task 14. List sources of media available for trainee's special fields.

Task 15. Construct examples of types of media useful in special field.

D. Organize the learning environment

Task 16. Write plans which place in appropriate sequence (a) anticipated pupil activity, (b) teacher actions, (c) media. Allot necessary time for aspects of the plans.

H/2268

Task 17. In simulated classrooms, place equipment, media and pupils to facilitate different types of activity.

E. Interact with students

In each of these five types of situations, interact with pupils effectively by (a) eliciting frequent pupil responses, and (b) reinforcing appropriate responses:

Task 18. Describe to pupils a specific learning task, and elicit responses which indicate a favorable "set" toward the task.

Task 19. Elicit responses which indicate practice in acquiring knowledge.

Task 20. Elicit responses characterizing convergent thinking; or behavior at the comprehension or application levels of the cognitive domain.

Task 21. Elicit responses which characterize divergent thinking, or the analysis or synthesis levels of the cognitive domain.

Task 22. Elicit responses indicating evaluative thinking.

F. Evaluate student progress

Task 23. Write test items which adequately sample behavior described in previously written objectives.

Task 24. Appraise student performance according to criteria based upon objectives.

Task 25. Confer with pupils individually so as to elicit pupil responses indicating a fair appraisal of the pupil's own performance.

In this demonstration of a new program for teacher education, the object of teaching is learning. Learning is conceived to be a desirable change of behavior. The practical objective of the teacher education project at Washington State University and Bellevue Schools is to have each of the subjects in the experiment demonstrate proficiency in each of the 25 tasks or standards.

H/2268

The learning system which makes it possible for a subject to demonstrate proficiency consists of five elements:

1. A statement and explanation of the desired behavior

2. A procedure for assessing each learner's entry level in relation to the desired behavior

3. Alternative sequences of learning activities in which each learner either:

   (a) successively completes behaviors which constitute essential steps leading to the objective

   (b) demonstrates an advanced level of entry behavior, and consequently bypasses selected essential steps leading to the objective, or

   (c) demonstrates a deficiency and meets prerequisites to essential steps leading to the objectives.

4. A criterion task in which the learner demonstrates the behavioral objective in terms of a generalized performance standard

5. A second criterion task in which the learner demonstrates the behavioral objective in terms of <u>situation specific</u> performance standard.

A flow chart illustrating the interaction of the description of behavioral objectives, alternative instructional systems, and alternative assessment systems appears as Figure 1.

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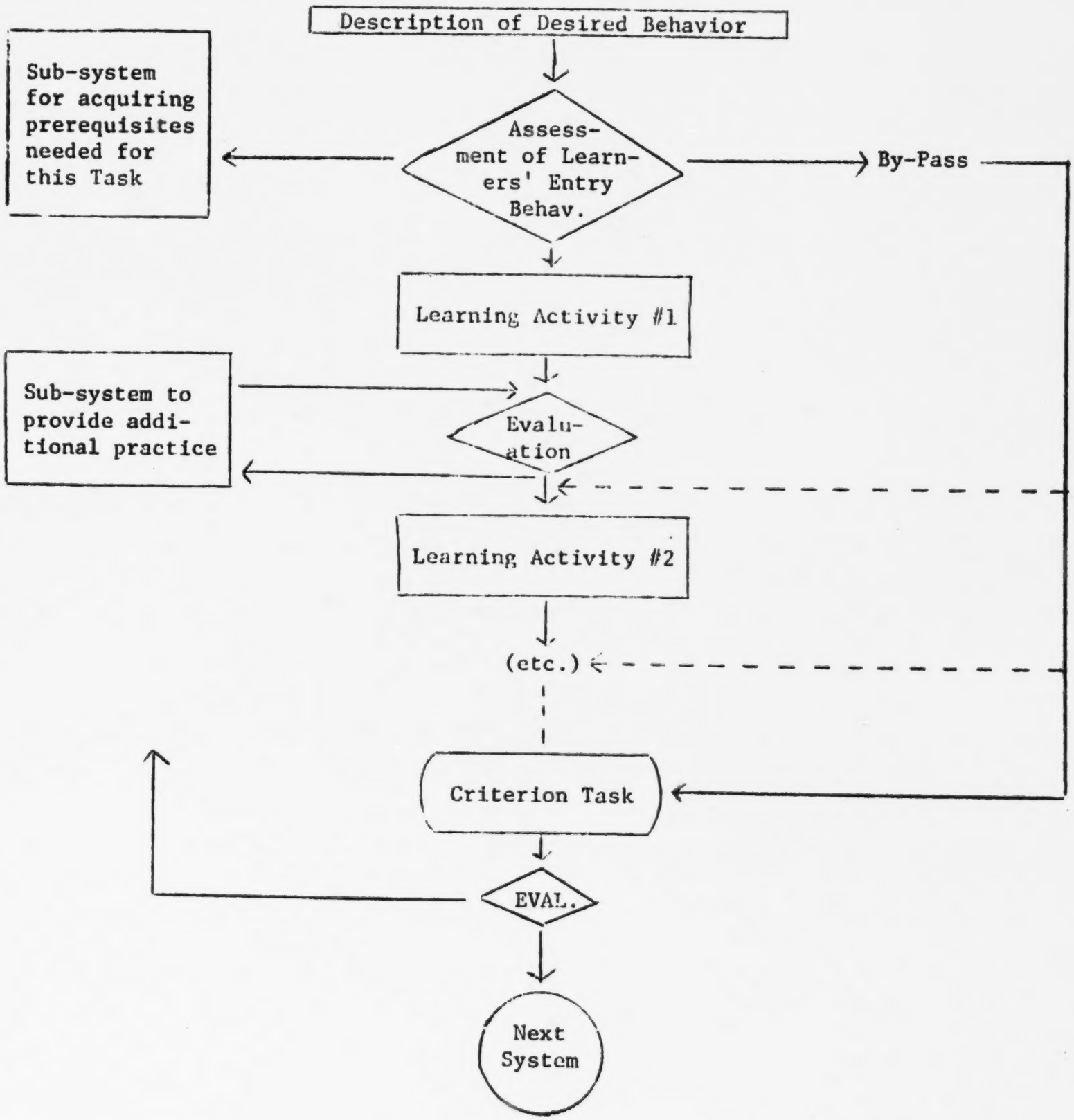
Figure 1

SCHEMATIC DRAWING OF TRAINING SYSTEM



Univ. of Ga.
Exhibit G

SEQUENCE OF SPECIALIZED COURSES
FOR
SUPERVISING TEACHER SERVICES

The University of Georgia
College of Education

The University of Georgia offers a three course graduate sequence of specialized education for supervising teachers and other school personnel that have responsibilities for the supervision of student teaching. The purpose of this program is to provide supervising teachers, cooperating school principals, local school system coordinators of student teaching, and teacher education personnel with knowledge, plans and understandings needed for effective supervision of student teaching and other professional laboratory experiences. The sequence is comprised of the following three courses:

1. EST 710 - Fundamentals in the Supervision of Student Teaching, 5 quarter hours credit (formerly Edu. 761)

   The primary purpose of this course is to provide an introduction to the theory, knowledge and practices involved in the supervision of student teaching and other professional laboratory experiences. The course offers assistance regarding all major aspects of the supervision of student teaching.

2. EST 711 - Internship in the Supervision of Student Teaching, 5 quarter hours credit. A field course taken usually during the school year following completion of EST 710. (formerly Edu. 746)

   The purpose of the Internship is twofold: (1) To extend the knowledge, understandings, skills and abilities in planning and guiding the learning experiences of student teachers, and (2) to provide an opportunity for the participant to engage in a planned project related to the supervision of student teaching or directed toward self-improvement.

3. EST 712 - Investigations in the Supervision of Student Teaching, 5 quarter hours credit (formerly Edu. 730)

(Rev. June 1968)

This particular course provides persons who have had prior experiences in supervising student teachers with opportunities to investigate and study problems encountered in the supervision of student teaching. Emphasis shall be placed on the use of research findings available and in researching new problems encountered in the supervision of student teaching. Enrollement is limited to those persons who have had the first two courses in the sequence, EST 710 and EST 711.

Enrollment in the sequence is by invitation. Teachers invited to participate in the student teaching program are selected cooperatively by the college or University and the administration of the local school system. A teacher selected to be a cooperating supervising teacher must meet the following criteria:

1. Is conducting an adequate instructional program for pupils
2. Is interested in working with student teachers
3. Is teaching in a school that has been selected for placement of student teachers
4. Holds at least the Professional Four-Year Certificate in the field in which he is teaching
5. Has had at least three years of successful teaching experience
6. Agrees to work with the designated college representative in planning and supervising the experiences of the student teacher, and
7. Is willing to take special preparation for working with student teachers.

SUGGESTIONS CONCERNING EST-710

Fundamentals in the Supervision of Student Teaching

PURPOSE: The purpose of this course is to provide an introduction to the theory, knowledge and practices involved in the supervision of student teaching and other professional laboratory experiences. The course offers assistance with respect to all major aspects of the supervision of student teaching.

TEXT: Stratemeyer and Lindsey, Working with Student Teachers, New York: Bureau of Publications, Teachers' College, Columbia University, 1958, 502 pages.

Also suggested for purchase:

1. Perrodin, Alex F., Editor, The Student Teachers' Reader, Chicago: Rand McNally and Company, 1966, 446 pages.

2. Bulletins and Yearbooks of the Association for Student Teaching, Dr. Richard Collier, Executive Secretary, 1201 Sixteenth Street, Washington, D. C.

BIBLIOGRAPHY You will find attached a copy of the bibliography of books and bulletins used in this course. Bibliographies of periodical literature are available also from the Division of Professional Laboratory Experiences. It will be necessary in most off-centers to depend largely on books and bulletins as few periodicals will be available in most of the centers where this course is offered.

TIME REQUIREMENT FOR THE COURSE: The class should meet for approximately 50 clock hours. This is the amount of time usually required of courses offered for graduate credit. As a general rule, classes will meet twenty times for a period of 2½ hours per session. It is possible to meet for three hours per session for a total of 17 sessions including registration as a part of the first meeting.

TENTATIVE DATES FOR CLASS MEETINGS: (20 sessions)
A list of meeting dates should be set up and included in the written materials given to each member of the class so that they will know the exact dates on which the class will meet.

COURSE EXPECTATIONS:

1. Regular and prompt attendance at all sessions.

2. Participation in planning and carrying out plans for class activities.

3. Preparation of two sets of written plans -
   (a) a set of plans for working with a student teacher
   (b) plans for an individual project.

4. Preparation of an annotated list of professional readings in the course. To be prepared and presented at periodic intervals.

5. Summary and evaluation of the course.

6. Examination.

SUGGESTED COURSE OUTLINE - EST-710

Sessions	Topics
First	Registration - overview of course - get acquainted.
Second	The effective teacher. How can teacher education produce effective teachers?
Third	Standards for teacher education at the University of Georgia
Fourth	Programs for the preparation of teachers at the University of Georgia.
Fifth	The role of supervising teachers - A panel discussion by experienced supervising teachers.
Sixth	Getting ready for a student teacher.
Seventh	Student teaching, interrelated teamwork: college coordinator, school administration, supervising teacher, student teacher, college supervisor.
Eighth	Orienting the student teacher - college students as learners.
Ninth	Appropriate beginning experiences including "bit teaching," (formulate a list of such experiences).
Tenth	Guiding student teachers in the study of children and youth.
Eleventh	Making observations effective learning experiences.
Twelfth	Helping the student teacher to do various types of planning, long-range, unit or block planning, and daily lesson planning.
Thirteenth	Helping the student teacher to guide learning activities effectively.
Fourteenth	Making conferences high level learning experiences.
Fifteenth	Inducting student teacher into full time teaching.

Sixteenth	Guiding the student teacher in evaluating pupil progress.
Seventeenth	Principles, policies and procedures for evaluating student teacher progress.
Eighteenth	Evaluating student teacher performance, competency, and predicted success.
Nineteenth	Helping the student teacher to make the transition from student teaching to first year teaching.
Twentieth	Summary of course. Evaluation of growth. Examination.

THE UNIVERSITY OF GEORGIA
College of Education

EST 712 - Investigations in the
Supervision of Student Teaching
(Third Course in Supervising Teacher Sequence)
DeKalb County, 1968-69

Purpose

This particular course provides persons who have had prior experiences in supervising student teachers with opportunities to investigate and study problems in the supervision of student teaching. Emphasis shall be placed on the use of research findings available and in researching new problems encountered in the supervision of student teaching.

Text

PERCEIVING BEHAVING, BECOMING: 1962 Yearbook, Association for Supervison and Curriculum Development, NEA, Washington, 1962.

Supplementary Texts

AST Yearbooks and Bulletins (Order List Attached)

Combs, Arthur W., The Professional Education of Teachers, Allyn and Bacon, Inc., Boston, 1965.

Johnson, James and Perry, Floyd. Readings in Student Teaching, William C. Brown, Inc., Dubuque, 1967.

Smith, E. Brooks, et. al., Ed. Partnership in Teacher Education, The American Association of Colleges for Teacher Education, Washington, 1967.

Time and Dates

1. 4:30 - 6:45 with 15 minute refreshment break
2. Class dates to be arranged
3. Try to attend the Southeastern Region Association for Student Teaching Conference - October 31, November 1 and 2, at Savannah, Georgia.

Tentative Course Expectations

1. Regular and prompt attendance at all sessions.
2. Effective participation in planning and carrying out of plans developed by the class.
3. Careful and thoughtful reading and studying of the text and related materials as pertaining to specific class sessions.
4. Written Assignments:

   a. Individual Project
   Identify and area of supervision of student teachers which you view as a problem. Examine solutions through reading and report your conclusions to the class. A written copy of the report is to be typed (double space) with complete bibliography and a duplicate is to be prepared for the instructor. Due 11th session. (Plan oral report to be no longer than 10 minutes.)

   Topic Examples

   Analyzing Teaching Learning Situations
   The Human Relations Factor in Student Teaching
   The Student Teacher and Discipline
   Evaluation and the Student Teacher
   Conferences in Student Teaching

Planning Effective Observations
Helping Student Teachers Build a Philosophy for Teaching

b. Individual or Group Project

Design and implement a study of one aspect of the supervision of student teaching which is of major interest to you and report to the class. (Prepare a duplicate for the instructor. Due 18th session.)

Examples:

Supervising Teacher Attitudes Towards College Supervisors
Student Teacher Attitudes Towards College Supervisors
Supervising Teachers' Reasons for Working with Student Teachers
Change In Student Teacher Attitudes Through Student Teaching
Student Teacher Placements and Subsequent Employment
Improvements Needed in Student Teaching Programs
Academic Preparation of Student Teachers
Availability of Housing for Student Teachers
Change in Student Teacher Through Taping and Analyzing Teaching
Change in Student Teacher Through Video-Taping and Analyzing Teaching
Principal Attitudes Towards Student Teaching Programs
Student Teacher Frustrations in Student Teaching
Supervising Teacher Frustrations in Student Teaching
Using Flanders Interaction Analysis with a Student Teacher

5. Final Exam - Last Session

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Suggested Weighting of Factors to Be Considered in Determining Course Grade

Item	Per Cent
1. Participation in class planning, discussion and activities	30
2. Individual "Concern" Study	30
3. Individual or Group "Interest" Study	30
4. Examination	10
TOTAL	100

Some Suggested Topics for Class Study and Discussion

1. A perceptual view of teaching
2. Effective Teachers - How can student teaching help?
3. Methods of studying teaching - Interaction Analysis - Sharpe Study - Others
4. What's being done in student teaching programs nationwide?
5. Effective Supervision - How it applies to student teacher supervision
6. National standards for student teaching - NCATE Standards
7. The use of television in student teaching
8. The college supervisor: Supervising teacher expectations
9. Panel of college supervisors
10. Research in Student Teaching - Accomplished, Needed
11. Developing a study of student teaching
12. Useful student teaching checklists, experience records and other devices to help the student teacher
13. Specific concerns in working with student teachers

    a. Planning
    b. Discipline
    c. Conferences
    d. Evaluation
    e. Others

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_____ 1967 Mental Health and Teacher Education $4.75 (860-24420)
_____ 1966 Professional Growth Inservice of the Supervising Teacher $4.75 (860-24418)
_____ 1965 Theoretical Bases for Professional Laboratory Experience in Teacher Education $3.50 (860-24416)
_____ 1964 The College Supervisor: Conflict and Challenge $3.50 (860-24414)
_____ 1963 Concern for the Individual in Student Teaching $3.00 (860-24412)
_____ 1962 Outlook in Student Teaching $3.00 (860-24410)
_____ 1960 Evaluating Student Teaching $3.00 (860-24408)
_____ 1958 Improving Instruction in Professional Education $2.50 (860-24418)
_____ 1957 Guidance in Teacher Education $2.50 (860-24404)
_____ 1956 Four Went to Teach $2.00 (860-24402)
_____ 1951 Off-Campus Student Teaching $2.00 (860-24400)

Commision Publications

_____ Position Paper 1 The Supervising Teacher: Standards for Selection and Function (1966) $1.00 (861-24456)
_____ The Study of Teaching, Edited by Corrigan (1967) $1.50 (861-24458)

Research Bulletins

_____ 5 Research on Student Teaching, '50-'65, Edited by Miller, Fullerton, Smith (1965) $1.00 (868-24452)
_____ 6 Studying Role Relationships, Corrigan & Garland (1966) $1.00 (868-24454)
_____ 7 The Director of Student Teaching: Characteristics and Responsibilities, Griffith & Martin (1968) $1.50 (868-24460)

Bulletins

_____ 7 Prospective Teachers Learn from Experience with Children and Youth McCuskey, Rabin, Conaway (1957) $.50 (867-24422)
_____ 12 Preparation for Cooperative Decision Making - Caesar, Moody (1960) $.50 (867-24428)
_____ 15 The Value Approach to Student Teaching - Lowe (1961) $.50 (867-24430)
_____ 16 Building Good Relationships: A Major Role of the College Supervisor- Edwards (1961) $.50 (867-24432)
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_____ 19 The Student Teacher Evaluates Pupil Progress - Burns & Brown (1962) $.75 (867-24436)
_____ 20 Research and Professional Experiences in Teacher Education - Edited by Smith and Haines (1963) $1.25 (867-24438)
_____ 21 The Student Teacher's Experience in the Community - Blair and Erickson (1964) $1.00 (867-24440)
_____ 22 New Developments, Research, and Experimentation in Professional Laboratory Experiences - Edited by Nash- Lofthouse (1964) $2.00 (867-24442)

_____ 23 The Student Teacher: Managing an Elementary Classroom - Jensen & Jensen (1964) $1.00 (867-24444)

_____ 25 The Student Teacher and Team Teaching - Fullerton, Griffith (1966) $1.25 (867-24446)

_____ 26 The Student Teacher and Human Relations - Ramsey (1966) $1.00 (867-24448)

_____ 27 The Student Teacher and Professional Activities - Loftis (1966) $1.00 (867-24450)

Annotated Bibliographies

_____ An Annotated Bibliography on the Professional Education of Teachers. Bibliography for the Forty-Seventh Yearbook, Internships in Teacher Education (1968) $1.00 (861-24462)

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Exhibit H

Responsibilities of Instructor During 402-602 Practicum:

1. Responsibilities to supervisors:

   a. Confer regarding their supervisory techniques
   b. Confer regarding their comments on lesson plans
   c. Confer regarding the student with the most severe problems
   d. Confer regarding their own questions about the teaching of reading
   e. Build confidence of supervisors

2. Responsibility to student:

   a. Directly supervise every student
   b. Provide sustained supervision for student having difficulty
   c. Referee between student and supervisor
   d. Use student's performance to point up practical application from lectures and to gain important information for future lectures. The performance in the practicum often points up the need for thoroughness and reinforcement through demonstration in class.
   e. Build confidence of students
   f. Provide opportunity for individual conferences several times during quarter
   g. Use straight lecture method as little as possible during class sessions

3. Responsibilities to pupils:

   a. Provide organized structure for daily operations so that security is quickly achieved as far as procedures are concerned.
   b. Provide sufficient supervision so that the tutoring is a positive influence on pupil.
   c. Keep lesson concentrating on both strengths and weaknesses
   d. Change supervisor, student or pupil when situation warrants it